

Unit 204ta

Instrumental Study

Issue Date:	29/01/2019 (<i>ONCE EXTERNALLY VERIFIED BY RSL</i>)	Final Submission Date:	21/06/2019
Tutor/Assessor Names:	A.Flowers/ N.Popplewell	Time to Complete:	6 months
Internal Verifier:	A.Flowers/ N.Popplewell	Authors Name:	A. Flowers
Signature:	J. Rotchell (Lead IV)	Date:	01.10.2018

Stretch & Challenge: As a student at RSL the expectation is that we work together to help you reach your potential. In order to achieve this the calibre of work you submit should accurately reflect your capability. All students should be striving to challenge themselves by attaining the highest grades possible.

Submission Information: Written submissions should be uploaded to the RSL Moodle. Any work not uploaded to Moodle will not be marked and will result in an ungraded mark for that piece of work. If you are unable to access Word Processing or online submission portals it is your responsibility to make this known to your tutor.

Submission Deadlines: Any work submitted after the agreed deadline will be capped at a **Pass grade**. The only times when this will not be the case is if 'extenuating circumstances' have been agreed with your tutor prior to the deadline having passed. Where applicable, evidence will be required to award extenuating circumstances.

Resubmissions: If you are required to resubmit work you will be given one week to complete and resubmit the work following the publishing of results.

Plagiarism: RSL's definition of plagiarism is; *"Taking another person's work or source and using it as your own without reference or citation."*

Plagiarism is an offence and disciplinary action can be taken which can result in your grades being capped, removed, or in extreme cases can result in your removal from your study program.

What counts as plagiarism is covered in your lessons but if you are ever unsure you should check with your tutor **before** you submit.

Tutor Contact: nipoppl@monkswalk.herts.sch.uk OR anflowe@monkswalk.herts.sch.uk

Word Processing: RSL requests that all written submission be typed (word processed) and that it abides by the following guidelines;

- All typed work should be in a **Readable** and **Professional** Font
- The Font size for **Titles** should be **size 12** and **Main Body** font should be **size 10**.
- All work should have a **Title** and **Student Name** in the header of the document.
- Ensure that all references and citations are included when referring other people's work. **All** written work **must have** the following written clearly at the **top of each page**;
- Student full name
- Unit code and title
- Assessment criteria

Monk's Walk School (17343)

Level 2 Certificate in Performance/Technology & Composition for Music Practitioners 2018-2020

Unit: 204ta Instrumental Study (8 Credits, Both Performance and Composition)

Recommended Evidence:

Task 1 (1.1, 1.2) – A documented assessment/ audio or video presentation

Task 2 (2.1) – An improvement plan/ audio or video presentation

Task 3 (3.1, 3.2) - An evaluative report/audio or video presentation

Upload Information: All work for this assignment should be saved on the student drive in your area and sent via email to your teacher prior to the deadline. If for any reason you are having issues uploading any work please contact one of your tutors using the details below to arrange a way of submitting your work.
nipoppl@monkswalk.herts.sch.uk OR anflowe@monkswalk.herts.sch.uk

Assignment Title: Improving Instrumental Performance

Unit Aim: As a performing musician it is key to be able to reflect on your own development and be disciplined and thorough about your instrumental practice. This unit aims to enhance your understanding of how to maximise your development as an instrumentalist, to recognise success and to encourage improvement in areas which require further work through objective and reflective self-assessment. The purpose of this unit is to facilitate your ongoing development as an instrumentalist, based around your own goals and objectives using structured planning and reflection of personal development. This will improve in turn improve your capacity on your instrument for creating and/or performing music.

N.B. An instrument may be defined as any tool with the capability of making musical sounds (vocals included).

Tasks:

Task 1: Instrument Maintenance/Health & Safety

Vocational Context:

The Music department has asked you to put something together about your instrument to present to students who want to start learning an instrument. You are to give a presentation all about your instrument; stating the day-to-day maintenance requirements, the health and safety implications and how to progress in instrumental techniques, specifically for the instrument that you play.

WHAT YOU NEED TO DO:

- 1. Task 1 - Present a research project on your instrument and specifically its day-to-day maintenance requirements of your instrument and identify any requirements which you personally have to do. You must include personal Health & Safety issues in relation to your instrument/playing style**

- Create a PowerPoint presentation that explores your instrument in detail. Give details of the general day to day maintenance requirements of your instrument (e.g. cleaning, storage, repairs, packing away properly etc). Discuss why are these important and give details of what you, *personally*, need to do (especially if it's a school instrument and how often these requirements are necessary for your instrument to be in fine working order. Make sure you explain your answers fully, giving reasons, examples and justifications.

- Explore the personal health and safety issues for your instrument (e.g. injuring yourself, damaging equipment)? On your PowerPoint give details of the potential hazards when playing your instrument (e.g. electricity, weight)? Describe good practice when playing your instrument (e.g. how to stand/sit etc, warm ups)? Analyse why these are important? Describe and evaluate how you approach these issues and how they affect your playing style?

*** ALL MATERIAL FROM ONLINE OR WRITTEN RESOURCES MUST BE WRITTEN IN YOUR OWN WORDS AND REFERENCED. ANY UNREFERENCED, PLAGIARISED WORK WILL BE FAILED ***

- ☐ 1a) Research how to look after your instrument/voice and how to maintain it on a day-to-day basis.
- ☐ 1b) Research Health & Safety issues associated with your instrument/voice and evaluate your own approach to these issues.
- ☐ 1c) Research three warm ups for your instrument/voice.

Submission format: WRITTEN WORK/ PRESENTATION explaining how you will set up and look after your instrument. Uploaded to **student area on school VLE** on or before the deadline.

*Total written evidence for this learning outcome should not exceed **800** words*

*Total audio/visual evidence for this learning outcome should not exceed **6** minutes*

Task 2: Setting the goals

Vocational Context:

Before selecting pieces or starting to practise, a performer creates an action plan, setting out their goals and auditing their skills.

WHAT YOU NEED TO DO:

2. ***Task 2 - Complete a skills audit, a review of personal goals and create an action plan including practice plan, specific aims for development and timescales in which to complete them***

- Complete a SWOT analysis for your instrument which will allow you to assess your strengths and weaknesses on your instrument. Set yourself two/ three personal goals based on your reflections in your SWOT analysis. Discuss these goals with your teacher and evaluate how relevant and effective they are likely to be – note this down on your improvement plan and then rewrite your adjusted goals. Give details of any assistance you may require. Write down a timescale for each of your targets and get this agreed by your tutor.

- As part of the Personal Goals, you will need to decide on three technical exercises that are targeted to help you achieve your goals. You could use research to help you choose these technical exercises, support from your instrumental/music teacher or support from peers who study the same instrument. For example, if your personal goal is to improve your improvisational skills, you might choose technical exercises such as scales and arpeggios. Ensure that you include pictures or links to these exercises to evidence your research and understanding of the exercises.

- Furthermore, as part of your Personal Goals proforma, you must choose one or more pieces that will allow you to pursue your chosen goals. For example, if you are developing your skills with left hand dexterity for the keyboard, you might choose a grade 3 piece with lots of movement for the left hand. Ensure that you provide a score or youtube.com link to evidence how you are learning this piece. Create a personal practice routine and schedule that will guide and develop you to achieve your goals as set out in your Personal Goals proforma. Your routine must include warm up activities, technique development (exercises such as practising scales/rudiments) and rehearsal of specific pieces that are challenging for you followed by a cool down.

*** ALL MATERIAL FROM ONLINE OR WRITTEN RESOURCES MUST BE WRITTEN IN YOUR OWN WORDS AND REFERENCED. ANY UNREFERENCED, PLAGIARISED WORK WILL BE MARKED AS UNCLASSIFIED ***

- ☐ **2a)** Complete a SWOT analysis evaluating your skills in terms of:
- Technical ability - Dexterity - Stamina - Control of voice
- ☐ **2b.i)** Using this self-assessment, decide upon two/three targets (aims) for each of the four areas.
- ☐ **2b.ii)** Discuss these with your teacher and evaluate their validity and effectiveness for ongoing development.
- ☐ **2b.iii)** Decide upon your final targets (aims) and write these on your improvement plan, giving details of any assistance you may require. Makes sure you have included pieces that will enable you to pursue your goals.
- ☐ **2c)** In negotiation with your teacher, decide upon a timescale to achieve each of your targets, add these to your plan.
- ☐ **2d)** Create a practice schedule in detail, giving information on the amount of practice you do and any barriers you may encounter. Discuss this with your teacher.
- ☐ **2e.i)** Research three technical exercises that you will do at the beginning of each practice session to help develop your dexterity and technical ability.
- ☐ **2e.ii)** Devise the structure of your practice session – what will you do first, second etc.
- ☐ **2e.iii)** Create a practice plan for your average week, detailing when you will practice.

Submission format: WRITTEN WORK/VLOG/BLOG/PRESENTATION explaining how you will review personal goals including a skills audit with relation to your instrument. Set aims and targets and agree and engage with a rehearsal plan. Uploaded to **student area on school VLE** on or before the deadline.

*Total written evidence for this learning outcome should not exceed **1000** words*

*Total audio/visual evidence for this learning outcome should not exceed **8** minutes*

Grading Criterion 2.1

Task 3: Practise, Evaluate and Improve

Vocational Context:

When preparing for a performance it is typical that you will undertake 4 rehearsals of your 'set' in order to make improvements and evaluate your work frequently over the time period outlined in your plan.

WHAT YOU NEED TO DO:

- ☐ **Task 3 - Complete a practise diary linked to your plan that you completed in task 2 with reference to of:**
 - Technical ability (*ability to actually play*)
 - Dexterity (*skill and grace in playing, specifically with your hands e.g. not "thumpy" or heavy-handed movements!*)
 - Stamina (*being able to sustain practice and performing without getting as tired or sore for longer*)
 - Control of instrument/ voice (*being able to play and pitch notes correctly, holding and handling it correctly, using specific techniques associated with that instrument*)
- ☐ **3b) Complete an evaluation of the process and achievements with reference to:**
 - Personal goals as defined in task 2
 - Highlighting strengths, weaknesses and plan for ongoing development.

Submission format: WRITTEN WORK/VLOG/BLOG/PRESENTATION

Uploaded to **student area on school VLE** on or before the deadline

*Total written evidence for this learning outcome should not exceed **800** words*

*Total audio/visual evidence for this learning outcome should not exceed **6** minutes*

Grading Criterion 3.1, 3.2

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How to Achieve a Distinction

Task 1 Comprehensively assess the day-to-day maintenance requirements of their instrument and identify those which maybe undertaken personally

- Comprehensively describe personal Health & Safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument

Task 2 Comprehensively and insightfully review personal goals in relation to playing an instrument and identify a plan of action in negotiation with a tutor. This will include: a. A practice plan, agreed with the tutor b. Identification of specific aims for ongoing development c. Timescales for achieving the aims

Task 3 Over an agreed study period, demonstrate profound and comprehensive developmental progression as an instrumentalist through consistent and rigorous engagement with the practice plan agreed with an instrumental tutor. To include improvement in: a. Technical ability b. Dexterity c. Stamina d. Control of the instrument

-Rigorously clarify achievements in relation to the personal goals identified above, perceptively highlighting strengths and areas for development and plan for ongoing development as an instrumentalist

How to Achieve a Merit

Task 1 Give clear and detailed assessment of day-to-day maintenance requirements of their instrument and identify those which may be undertaken personally

-Give clear and detailed description of personal Health & Safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument

Task 2 Give a clear and perceptive review of personal goals in relation to playing an instrument and identify a plan of action in negotiation with a tutor. This will include: a. A practice plan, agreed with the tutor b. Identification of specific aims for ongoing development c. Timescales for achieving the aims

Task 3 Over an agreed study period, demonstrate significant developmental progression as an instrumentalist through consistent engagement with the practice plan agreed with an instrumental tutor. To include improvement in: a.

Technical ability b. Dexterity c. Stamina d. Control of the instrument

-Clarify clear and detailed achievements in relation to the personal goals identified above highlighting strengths and areas for development and plan for ongoing development as an instrumentalist

How to Achieve a Pass

Task 1 Assess the day-to-day maintenance requirements of their instrument and identify those which may be undertaken personally

-Describe personal Health & Safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument

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Task 2 Review personal goals in relation to playing an instrument and identify a plan of action in negotiation with a tutor. This will include: a. A practice plan, agreed with the tutor b. Identification of specific aims for ongoing development c. Timescales for achieving the aims

Task 3 Over an agreed study period, demonstrate developmental progression as an instrumentalist through engagement with the practice plan agreed with an instrumental tutor. To include improvement in: a. Technical ability b. Dexterity c. Stamina d. Control of the instrument

-Clarify achievements in relation to the personal goals identified above highlighting strengths and areas for development and plan for ongoing development as an instrumentalist